

DOCUMENT RESUME

ED 203 471

EA 013 660

TITLE A Statistical Report on U.S. Catholic Schools
1980-81.

INSTITUTION National Catholic Educational Association,
Washington, D.C.

PUB DATE 81

NOTE 21p.: From the NCEA Data Bank, an excerpt from
"Catholic Schools in America, 1981."

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Catholic Schools: Elementary Secondary Education:
Enrollment; Ethnic Distribution; Geographic
Distribution; Parochial Schools; School Demography:
*School Statistics; Tables (Data); Teacher
Distribution

ABSTRACT

Statistical information on Catholic schools, enrollments, and faculty in the United States is presented in this collection of 18 tables. Comparisons are made where similar information is available on public schools and other private schools. Brief interpretive analyses focus on the significance of each table. In addition to enrollment figures and projections for Catholic, public, and non-Catholic private schools, the data presented shows the geographic distribution of Catholic schools and students, the distribution of students by ethnic background, and the distribution of religious and lay teachers among the teaching staffs of Catholic schools at the elementary and secondary levels. (PGD)

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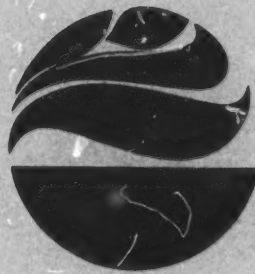
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ED203471

A Statistical Report on U.S. Catholic Schools 1980-81



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An excerpt from
Catholic Schools in America, 1981

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INTRODUCTION

Since the academic year 1969-70, the National Catholic Educational Association has annually published a statistical report on Catholic elementary and secondary schools in the United States. Extensive data on Catholic and other nonpublic schools did not exist prior to that time and was badly needed to understand this very significant educational sector, to discuss potential forms of state and federal aid, and to encourage improved management locally through the collection and use of statistical information. With the help of the Carnegie Corporation of New York and the U. S. Office of Education, a broad data base on Catholic schools was established and remains available in NCEA's annual publications through 1974-75.

Beginning in 1975, the NCEA and the Curriculum Information Center, Inc., jointly published a combination report and directory of Catholic schools. This joint publication is now shared with the Fisher Publishing Company. In an era interested in trend analysis supported by concrete institutions and particular persons, we feel that this combination of interpreted statistics and a specific directory is most valuable.

This issue again presents national statistical information on schools, enrollment, and faculty. Where similar information is available, comparisons have been made both within the private sector and with the public sector. We have used this 1980-81 report to summarize and highlight the more significant aspects of Catholic education. The Historical Statistics contain tables which list schools, pupils, and teachers by diocese, state, and region.

Information for this and the previous reports is gathered from the 162 diocesan offices, with the assistance of the state conferences. To these administrators and their most efficient staffs we owe a debt of thanks. Mrs. Gladys Biscomb of the NCEA staff, working with the diocesan offices, was able to meet the deadlines imposed upon her for collecting the data. We would like to thank her for her key role in preparing this report. Mrs. Isabella Casey, also of the NCEA staff, assisted in various parts of this project.

We would also like to thank Father Frank Bredeweg for his analysis of this year's data and for his comprehensive reporting for the NCEA Data Bank.

Finally, as of December 1, 1980, Mrs. Rhoda Goldstein, NCEA Director of Financial Affairs, relinquished her duties as Director of the Data Bank which she held since 1975. For all her efforts, during these five years, the Catholic school community is indebted and appreciative.

Bruno V. Manno, Ph.D.
Director, In-Service Programs and Data Bank
National Catholic Educational Association

February 1, 1981

CATHOLIC SCHOOLS IN AMERICA

1980-81

Do you remember events of the early 1970's such as the Airlie House Joint Conference of Public and Nonpublic School Superintendents, the President's Commission on School Finance, the Tax Credits Handbook, and the School Aid decisions of 1971 and 1973 by the U.S. Supreme Court? If you do, you have been following public and private school relationships for some time. You may also remember the uncertainties of the seventies and that many prophesied a very limited future for private schools.

It seemed certain that those years would determine the future. In 1972, the final report of the President's Panel on Nonpublic Education stated:

"Four years from now, when the nation celebrates its two-hundredth anniversary of independence, the fate of nonpublic schools, as they are known today, will have been largely determined. Wide discussion must precede public policy decisions regarding the future of pluralism in American education. The discussion will be lively and the conclusions fateful."

The discussion was wide and lively, wrestling with the meaning of separation of Church and State in this country. However, the fate of nonpublic schools was not determined by 1976. It has not been determined in 1981.

Indeed, the basic questions remain. Do American parents want both public and private schools? What should the various relationships between public and private education be? Do Catholic schools have a thorough understanding of their role as related to the total educational scene? Have private schools devised viable financial formulas for the future, or are they living on borrowed time? Does the private sector contain lessons for the public sector, and the converse? Is competition in education healthy and constructive?

The search for answers continues. One operative principle might be that neither public schools nor private schools constitute homogeneous groups. Since the schools and the systems differ greatly within their own sector, it is likely that solutions will be complex. Problems will resolve differently in one set of circumstances than in another, and developments in one community may not parallel developments in another. Diversity such as this is constructive in the long run.

On the other hand, some realities exist which should be identified for whatever eventual assistance they may be. In the next few pages, some of the more significant factors affecting the 1980's will be summarized. Then, current data on Catholic elementary and secondary schools will be presented. As for realities affecting elementary and secondary education in the 1980's, some relate to public and private schools as total sectors, e.g. the number of school-age children, while others are significant within a particular sector, e.g. the fact that private schools are less Catholic than they were.

Table No. 1
Elementary and Secondary Enrollment-Public and Private
1970 Projected thru 1988

	K-12	Elementary (K-8)		Secondary (9-12)	
	Index	Pupils	Index	Pupils	Index
1970...	100.0	36,686,000	100.0	14,632,000	100.0
1971...	99.8	36,088,000	98.4	15,116,000	103.3
1972...	99.0	35,569,000	97.0	15,216,000	104.0
1973...	98.2	34,999,000	95.4	15,380,000	105.1
1974...	97.7	34,584,000	94.3	15,532,000	106.2
1975...	97.2	34,174,000	93.2	15,704,000	107.4
1976...	96.4	33,768,000	92.1	15,727,000	107.5
1977...	94.8	32,951,000	89.8	15,720,000	107.4
1978...	92.9	32,061,000	87.4	15,628,000	106.8
1979...	90.8	31,376,000	85.5	15,245,000	104.2
1980...	89.2	30,974,000	84.4	14,797,000	101.1
1981...	87.5	30,614,000	83.5	14,298,000	97.7
1982...	85.8	30,217,000	82.4	13,808,000	94.4
1983...	85.3	30,273,000	82.5	13,495,000	92.2
1984...	85.0	30,208,000	82.3	13,422,000	91.7
1985...	85.3	30,257,000	82.5	13,496,000	92.2
1986...	85.9	30,675,000	83.6	13,402,000	91.6
1987...	86.7	31,369,000	85.5	13,103,000	89.6
1988...	87.5	32,223,000	87.8	12,667,000	86.6

Source: The Condition of Education, 1980 Edition, P.16
National Center for Education Statistics

Note: Enrollments from 1970 through 1978 are reported;
enrollments from 1979 through 1988 are estimated.

Statement 1...Total public and private elementary school enrollments have consistently declined since 1970, and high school enrollments will fall below the 1970 level in 1981.

One of the factors affecting both public and private education in this country is the decline in the number of school-age children. It is sometimes overlooked that the nation's elementary enrollment has been declining since 1970, and that the secondary enrollment began to decline in 1977. The 1970 year is used as a base year. Elementary enrollment in Fall 1980 was only 84.4% of 1970. Total elementary and secondary enrollment had declined from 51.3 million pupils in 1970 to an estimated 45.8 million in 1980, a decrease of almost 11%.

The number of elementary school-age children (5-13) is projected to increase in 1985, because more adults will be of child-bearing age. The decline in the number of secondary school-age children (14-17) will not end until the 1990's, when elementary trends affect it. When, if ever, American elementary and secondary enrollments return to the 1970 level cannot be determined at this time. Total enrollments have been declining about 2% per year since 1976.

Table No. 2
Estimated Public and Private School Enrollments
1955 thru 1985

	Total	Public		Private	
	Enrollment	Pupils	%	Pupils	%
1955.....	35,280,000	30,680,000	87.0	4,600,000	13.0
1960.....	42,181,000	36,281,000	86.0	5,900,000	14.0
1965.....	48,473,000	42,173,000	87.0	6,300,000	13.0
1970.....	51,309,000	45,909,000	89.5	5,400,000	10.5
1975.....	49,991,000	44,791,000	89.6	5,200,000	10.4
1980.....	46,094,000	41,094,000	89.1	5,000,000	10.9
1985.....	44,794,000	39,794,000	88.8	5,000,000	11.2

Source: Projections of Educational Statistics to 1986-87,
National Center for Education Statistics, p. 16

Statement 2...Private schools today retain a significant percentage of elementary and secondary education, and will represent a higher percentage of total enrollment in the 1980's than they did in the 1970's.

Although the role of private schools as the minority partner in American elementary and secondary education cannot be clearly predicted for the years ahead, current statistics say that it will be an important one. Since the U.S. Supreme Court decisions of 1971 and 1973, which denied many states the right to legislate limited financial support for private elementary and secondary education, nonpublic schools have continued to perform their services, but with relatively little national attention. In 1980, however, private schools served a larger share of elementary and secondary pupils (10.9%) than they did in 1970 (10.5%). Furthermore, this percentage is expected to increase by 1985 (11.2%).

The National Center for Education Statistics defines nonpublic schools as schools which are privately controlled by a nonpublic entity and are financed from sources other than public taxation or public grants. Private education operates independently of public school districts and state departments of education, although established private schools generally observe most state requirements for purposes of accreditation and reputation.

Although statistics may tend to imply that each sector is a homogeneous group, both public and private education are made up of schools and systems which differ greatly. Both public and private schools are affected by the location of the school, the economic level of the community, and by ethnic and cultural factors. Public schools differ according to the structure of the school district, i.e. elementary, middle, junior and senior high. Private schools differ according to the sponsorship, i.e. church-related or not. Particular areas may differ from national trends, e.g. some areas are growing in population and need new schools. In general, it is necessary to identify national trends and then apply them to local circumstances.

Table No. 3
Private School Enrollments
1965-66 and 1976-77

	1965-66		1976-77	
	Pupils	%	Pupils	%
Roman Catholic	5,481,300	86.9	3,365,000	65.0
Lutheran	188,500	3.0	214,000	4.1
Seventh Day Adventist	62,600	1.0	57,000	1.1
Jewish	52,600	.8	72,500	1.4
Episcopal	48,600	.8	88,000	1.7
Baptist	25,200	.4	108,800	2.1
Presbyterian	4,800	.1	57,000	1.1
Other Church-Related	99,900	1.6	444,700	8.6
Total Church-Related	5,963,500	94.6	4,407,000	85.1
Not Church-Related	341,300	5.4	772,000	14.9
Total Private....	6,304,800	100.0	5,179,000	100.0

Source: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, National Center for Education Statistics, p. 7

Selected Public and Private Elementary and Secondary Education Statistics, 1976-77 thru 1978-79, NCES, p. 7

Nonpublic School Statistics, 1976-77, NCES, p. 2

NCEA Data Bank, 1976-77.

Statement 3...Catholic school enrollments today constitute a far smaller percentage of private elementary and secondary education than they did at their highpoint in the mid-1960's.

In 1965-66, Catholic school enrollments constituted about 87% of the private school sector. By 1976-77, this figure had fallen to 65%. While Catholic schools were undergoing re-evaluation and decline, other private schools (except the Seventh Day Adventists) were gradually increasing their schools and enrollments. Catholic schools lost over two million students in that decade, but other church-related schools, as well as those not church-related, serve larger enrollments today than they did in the mid-1960's. Since Catholic schools are no longer declining as they were in that decade, the nonpublic sector as a whole should be more statistically significant in the future.

A comment is in order regarding the "other sectarian" schools, and those which are not church-related. Until the 1976-77 NCES survey, data on these schools was not very reliable. Since these are schools which often do not report to state agencies nor belong to national associations, it is impossible to know exactly how many exist. Great effort is being made to identify and include these schools statistically, but the figures given here should be viewed as the best estimate available. Federal agency efforts to collect data on nonpublic schools have been sporadic, but the National Center for Education statistics recently gathered three consecutive years of private school data (1976-77 through 1978-79), and is seeking to develop a long-range statistical plan.

Table No. 4
School-Age Children and Catholic Enrollment
1975-76 and 1980-81

	School-Age Children		Catholic Enrollment	
	5-13	14-17	Elementary	Secondary
1975-76.....	33,297,000	16,913,000	2,525,000	890,000
1980-81.....	30,079,000	15,618,000	2,269,500	837,000
5 Year Decline...	3,218,000	1,295,000	255,500	53,000
Total Decline....	9.7%	7.7%	10.1%	6.0%
Annual Average...	1.9%	1.5%	2.0%	1.2%

Sources: Projections of Education Statistics to 1986-87,
National Center for Education Statistics, page 156

NCEA Data Bank

Statement 4...Considering the fewer number of school-age children, Catholic elementary and secondary education has remained at a relatively constant level over the past five years.

As mentioned, one of the major forces affecting elementary and secondary education in America, until at least the turn of the century, is the decline in the number of school-age children during the 1970's and 1980's. As Table 4 shows, the total number of school-age children has declined about 9.7% in the five-year period from 1975-76 to 1980-81, an annual average of 1.9% for elementary pupils and 1.5% for secondary pupils. In view of the fewer number of children attending school, the Catholic school average declines of 2.0% on the elementary level and 1.2% on the secondary level indicate that the enrollment in Catholic schools has remained relatively stable since 1975-76.

Since Catholic schools are still the major component of the private sector, and in the context that private schools continue to serve a unique role in the whole of American education, this stabilization of Catholic schools is an extremely important factor. By no means are all problems solved in the private sector. Nor are they solved in the public sector. But the fact that private schools, other than Catholic, have been increasing enrollment for the past decade, and that Catholic schools now seem to have leveled off, reinforces the significance of private schools today.

In the following pages, several aspects of Catholic elementary and secondary education will be analyzed. Current year 1980-81 data will be compared with past data, and outstanding characteristics will be highlighted. Sometimes past data is cited to point out something of importance, even though this data has not been updated. The information presented here is not intended to be exhaustive and the subject matter is limited to schools, enrollment, and teaching staff. It may often be appropriate to refer to previous NCEA publications.

Number of Schools

In 1980-81, there were 57 fewer elementary and 24 fewer secondary Catholic schools than there were in the previous year. School closings or consolidations since 1970-71 have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1971-72	388	4.1	121	6.1	509	4.5
1972-73	216	2.4	69	3.7	285	2.6
1973-74	197	2.2	62	3.5	259	2.5
1974-75	132	1.5	38	2.2	170	1.7
1975-76	108	1.3	43	2.2	151	1.5
1976-77	59	0.7	30	1.8	89	0.9
1977-78	77	0.9	30	1.8	107	1.1
1978-79	45	0.6	29	1.8	74	0.8
1979-80	59	0.7	24	1.5	83	0.9
1980-81	57	0.7	24	1.5	81	0.8

A six year period of dramatic closings and consolidations began in 1965-66 and reached its highpoint in 1971-72, when 509 schools closed. In the past five years, 434 schools have closed, an average of about 87 per year, from 20-30 fewer secondary schools and about 60 fewer elementary schools annually.

The management of Catholic schools continues to improve. Most large scale reviews of diocesan school systems have been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures have become more sophisticated. The drastic movement of people from city to suburbs during the 1960's has slowed, a significant factor since most Catholic schools were built in the cities. Finally, and most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. When financial decisions are forced, proponents of Catholic education have borne higher tuitions and more intensive fundraising efforts in order to retain schools.

Regional Trends

NCEA statistically divides the nation into six geographical regions. States comprising each region are listed in the tables of the Appendix. It may be helpful to view what has happened to the percentage of schools in each region over the five-year period since 1975-76. As Table 6 shows, four regions (Great Lakes, Plains, Southeast, West) show a slightly higher percentage of schools over that period, due primarily to developments on the secondary level. New England and the Mideast Region have a smaller percentage of the nation's Catholic schools.

In general, the regional variations do not seem significant. Each region seems to face similar problems and attitudes, probably applying similar options and solutions. It is noteworthy that about 55% of all Catholic schools are in the Mideast and Great Lakes regions. The states basically reflected are New York, Pennsylvania, New Jersey, Ohio, Illinois, Michigan, Indiana, and Wisconsin. Some of the regional variations will be made clearer later when the concentration of Catholic school enrollments in particular states and dioceses is discussed.

Table No. 5
Elementary and Secondary Schools - By Region
1976-77 thru 1980-81

<u>Elementary</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
New England	582	563	557	551	548
Mideast	2,464	2,441	2,421	2,394	2,361
Great Lakes	2,204	2,187	2,175	2,160	2,147
Plains	917	913	910	904	901
Southeast	872	858	855	853	848
West/Far West	1,242	1,242	1,241	1,238	1,238
United States	<u>8,281</u>	<u>8,204</u>	<u>8,159</u>	<u>8,100</u>	<u>8,043</u>
<u>Secondary</u>					
New England	141	139	135	133	129
Mideast	477	468	456	447	438
Great Lakes	355	347	336	331	327
Plains	176	176	176	172	169
Southeast	203	198	198	198	197
West/Far West	271	265	263	259	256
United States	<u>1,623</u>	<u>1,593</u>	<u>1,564</u>	<u>1,540</u>	<u>1,516</u>
<u>All Schools</u>					
New England	723	702	692	684	677
Mideast	2,941	2,909	2,877	2,841	2,799
Great Lakes	2,559	2,534	2,511	2,491	2,474
Plains	1,093	1,089	1,086	1,076	1,070
Southeast	1,075	1,056	1,053	1,051	1,045
West/Far West	1,513	1,507	1,504	1,497	1,494
United States	<u>9,904</u>	<u>9,797</u>	<u>9,723</u>	<u>9,640</u>	<u>9,559</u>

Table No. 6
Percentage of Schools -- By Region
1975-76 and 1980-81

	<u>Elementary</u>		<u>Secondary</u>		<u>All Schools</u>	
	<u>1975-76</u>	<u>1980-81</u>	<u>1975-76</u>	<u>1980-81</u>	<u>1975-76</u>	<u>1980-81</u>
New England	7.0	6.8	8.5	8.5	7.3	7.1
Mideast	29.8	29.4	29.8	28.9	29.8	29.3
Great Lakes	26.5	26.7	21.8	21.6	25.8	25.9
Plains	11.1	11.2	10.9	11.1	11.0	11.2
Southeast	10.5	10.5	12.4	13.0	10.8	10.9
West/Far West	15.1	15.4	16.6	16.9	15.3	15.6
United States	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

Note: For a listing of the states comprising a particular region, please refer to the Historical Statistics at the end of this report. Total schools, pupils, and teachers are listed by diocese, state, and region for elementary and secondary.

Types of Schools

Catholic schools can be classified according to ownership and administration. As Table 7 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, by a particular religious community. The following summary of changes from 1968-69 to 1978-79 illustrates what has happened to the various school types:

	Elementary		Secondary	
	68-69	78-79	68-69	78-79
Single-Parish	94.2%	89.8%	26.3%	18.0%
Inter-Parish	2.0	5.4	10.9	11.8
Diocesan	.4	1.0	24.4	30.2
Private	3.4	3.8	38.4	40.0
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

The percentage of single-parish elementary schools has declined, but was still 90% of the total in 1978-79. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today, but diocesan high schools now comprise 30% of the total.

Location of Schools

Another way to view Catholic schools is by their location, either within the city limits of a major city (50,000 population), functionally bound as a suburb, or in a small town/rural area. As Table 8 shows, about half of all Catholic schools are still within the city limits of a major city. The following is a summary of the declines of the past decade:

	Elementary		Secondary	
	68-69	78-79	68-69	78-79
Urban	44.9%	46.4%	51.7%	53.8%
Suburban	25.6	27.4	26.8	29.2
Rural	29.5	26.2	21.5	17.0
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

On both the elementary and secondary school level, the percentage of rural schools decreased between 1968-69 and 1978-79, while urban and suburban percentages increased. Rural schools often face enrollment and parish financial problems which do not lend themselves to solutions available to more populated areas, e.g. consolidating.

Enrollment Sizes

As Table 9 indicates, about 78% of all Catholic elementary schools have less than 400 pupils. Secondary schools are distributed more evenly over various enrollment ranges. The following summarizes the changes in the two year period from 1975-76 to 1977-78:

	Elementary		Secondary	
	75-76	77-78	75-76	77-78
Less than 400	74.9%	78.0%	45.3%	43.5%
400-750	20.9	19.3	31.8	32.3
Over 750	4.2	2.7	22.9	24.2
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

Secondary schools with less than 400 students appear to constitute many of the schools closed in recent years.

Table No. 7
Types of Schools
1968-69 thru 1978-79

	1968-69		1973-74		1978-79	
	No.	%	No.	%	No.	%
<u>Elementary</u>						
Parish	5,524	94.2	7,715	90.1	7,326	89.8
Inter-Parish	203	2.0	420	4.9	437	5.4
Diocesan	39	0.4	114	1.3	85	1.0
Private	347	3.4	320	3.7	311	3.8
Total	<u>10,113</u>	<u>100.0</u>	<u>8,569</u>	<u>100.0</u>	<u>8,159</u>	<u>100.0</u>
<u>Secondary</u>						
Parish	577	26.3	326	18.9	282	18.0
Inter-Parish	238	10.9	196	11.3	184	11.8
Diocesan	536	24.4	518	30.0	473	30.2
Private	841	38.4	688	39.8	625	40.0
Total	<u>2,192</u>	<u>100.0</u>	<u>1,728</u>	<u>100.0</u>	<u>1,564</u>	<u>100.0</u>

Table No. 8
Location of Schools
1968-69 thru 1978-79

	1968-69		1973-74		1978-79	
	No.	%	No.	%	No.	%
<u>Elementary</u>						
Urban	4,541	44.9	3,997	46.6	3,783	46.4
Suburban	2,589	25.6	2,190	25.6	2,234	27.4
Rural	2,983	29.5	2,382	27.8	2,142	26.2
Total	<u>10,113</u>	<u>100.0</u>	<u>8,569</u>	<u>100.0</u>	<u>8,159</u>	<u>100.0</u>
<u>Secondary</u>						
Urban	1,134	51.7	921	53.3	842	53.8
Suburban	587	26.8	473	27.4	457	29.2
Rural	471	21.5	334	19.3	265	17.0
Total	<u>2,192</u>	<u>100.0</u>	<u>1,728</u>	<u>100.0</u>	<u>1,564</u>	<u>100.0</u>

Table No. 9
Catholic Schools - by Enrollment Size
1975-76 and 1977-78

Enrollment	Elementary				Secondary			
	1975-76		1977-78		1975-76		1977-78	
	No.	%	No.	%	No.	%	No.	%
1-100	516	6.2	542	6.6	94	5.7	92	5.8
101-200	1,916	23.0	1,920	23.4	201	12.2	171	10.7
201-300	2,515	30.2	2,691	32.8	219	13.3	244	15.3
301-400	1,291	15.5	1,247	15.2	232	14.1	186	11.7
401-500	783	9.4	722	8.8	193	11.7	196	12.3
501-750	958	11.5	861	10.5	331	20.1	319	20.0
751-1000	258	3.1	172	2.1	194	11.8	199	12.5
Over 1000	92	1.1	49	0.6	183	11.1	186	11.7
Total	<u>8,329</u>	<u>100.0</u>	<u>8,204</u>	<u>100.0</u>	<u>1,647</u>	<u>100.0</u>	<u>1,593</u>	<u>100.0</u>

Sources: School Marketing Services, 1975-76, Curriculum Information Center
School Marketing Services, 1977-78, Curriculum Information Center

Number of Students

In 1980-81 Catholic school enrollment declined from 3,139,000 to 3,106,000 (Table 10), a decrease of 33,000 pupils or 1.1%. The following figures show the declines for each year since 1970-71:

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1971-72	280,000	8.3	48,000	4.8	328,000	7.5
1972-73	202,000	6.6	33,000	3.4	235,000	5.8
1973-74	160,000	5.6	20,000	2.1	180,000	4.7
1974-75	112,000	4.1	5,000	0.6	117,000	3.2
1975-76	77,000	3.0	12,000	1.4	89,000	2.6
1976-77	42,000	1.7	8,000	0.9	50,000	1.5
1977-78	62,000	2.5	14,000	1.6	76,000	2.3
1978-79	56,000	2.2	15,000	1.7	71,000	2.2
1979-80	72,000	3.0	7,000	0.8	79,000	2.4
1980-81	24,000	1.1	9,000	1.1	33,000	1.1

Since 1975-76, the annual enrollment decline has averaged 61,800 pupils and 1.9%. On the elementary level, the average annual decline for the five years is 51,200 and 2.1%. For secondary, it is 10,600 pupils and 1.2%. The 1980-81 elementary decline (24,000) is remarkably small, and the 1.1% percentage is significantly less than the percentage decline of school-age children referred to in Table 4.

Regional Changes

Looking at this enrollment geographically, there are some interesting variations. By region, the percentages are as follows:

	Elementary		Secondary	
	75-76	80-81	75-76	80-81
New England	6.6%	6.3%	7.9%	8.1%
Mideast	34.2	32.6	34.0	32.9
Great Lakes	26.3	26.4	25.2	24.6
Plains	8.8	8.8	8.9	8.5
Southeast	10.3	11.0	10.3	11.0
West/Far West	13.8	14.9	13.7	14.9
United States	100.0	100.0	100.0	100.0

As Table 11 shows, the Mideast reflects about one-third of all enrollment. On the elementary level since 1975-76, percentages shifted from the Mideast and New England to the Southeast and West. On the secondary level, part of the Mideast and Great Lakes share of enrollment shifted towards the Southeast and West over that five year period.

Catholic School-Age Children and Enrollments

Catholic school enrollments should also be related to the United States Catholic Conference estimates and projections of the number of Catholic school-age children:

	Catholic School-Age Children	
	Elementary	Secondary
1974-75	10,007,000	5,222,000
1978-79	8,889,000	5,307,000
1982-83	8,147,000	4,700,000

From 1974-75 to 1978-79, the number of elementary-age children declined 12.2%, but enrollment only 9.1%. However, on the secondary level, Catholic school-age children increased 1.6% in that four-year period, while enrollment declined 5.4%.

Table No. 10
Enrollment by Region
1976-77 thru 1980-81
(thousands of pupils)

Elementary	1976-77	1977-78	1978-79	1979-80	1980-81
New England	162	155	149	146	144
Mideast	842	809	784	755	739
Great Lakes	655	643	630	604	599
Plains	218	214	209	201	199
Southeast	262	258	254	250	250
West/Far West	344	342	339	337	338
United States	<u>2,483</u>	<u>2,421</u>	<u>2,365</u>	<u>2,293</u>	<u>2,269</u>
Secondary					
New England	69	68	68	68	68
Mideast	297	290	283	279	276
Great Lakes	221	217	207	208	205
Plains	79	77	76	73	71
Southeast	92	92	93	93	92
West/Far West	124	124	126	125	125
United States	<u>882</u>	<u>868</u>	<u>853</u>	<u>846</u>	<u>837</u>
All Schools					
New England	231	223	217	214	212
Mideast	1,139	1,099	1,067	1,034	1,015
Great Lakes	976	860	837	812	804
Plains	297	291	285	274	270
Southeast	354	350	347	343	342
West/Far West	468	466	465	462	463
United States	<u>3,365</u>	<u>3,289</u>	<u>3,218</u>	<u>3,139</u>	<u>3,156</u>

Table No. 11
Percentage of Enrollment by Region
1976-77 thru 1980-81

Elementary	1976-77	1977-78	1978-79	1979-80	1980-81
New England	6.5	6.4	6.3	6.4	6.3
Mideast	33.9	33.4	33.2	32.9	32.6
Great Lakes	26.3	26.6	26.7	26.3	26.4
Plains	8.8	8.8	8.8	8.8	8.8
Southeast	10.6	10.7	10.7	10.9	11.0
West/Far West	13.9	14.1	14.2	14.7	14.9
United States	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Secondary					
New England	7.8	7.8	8.0	8.0	8.1
Mideast	33.7	33.4	33.2	33.0	32.9
Great Lakes	25.1	25.0	24.3	24.6	24.6
Plains	8.9	8.9	8.9	8.6	8.5
Southeast	10.4	10.6	10.9	11.0	11.0
West/Far West	14.1	14.3	14.7	14.8	14.9
United States	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
All Schools					
New England	6.9	6.2	6.8	6.8	6.8
Mideast	33.9	33.4	33.2	33.0	32.7
Great Lakes	26.0	26.2	26.0	25.9	25.9
Plains	8.8	8.8	8.8	8.7	8.7
Southeast	10.5	10.6	10.8	10.9	11.0
West/Far West	13.9	14.2	14.4	14.7	14.9
United States	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

Enrollment in Key States

As Table 12 shows, ten states account for almost 70% of the Catholic school enrollment, and these states generally dictate the national trends. The (24,100) decline in these ten states in 1980-81 reflected 73% of the national (33,000) decline. New York, Pennsylvania, and Wisconsin accounted for most (18,700) of the national decline. The percentage of decline in these three states exceeded the national (1.1%) average.

California and Louisiana increased in enrollment. New Jersey and Michigan declined at the national rate. Illinois, Ohio and Massachusetts declined at less than the national average. It is noteworthy that the first five states, i.e., New York, Pennsylvania, Illinois, California, and Ohio, comprise almost half of the national enrollment.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. The largest twenty (20) dioceses serve more than half of all the pupils. It should be remembered in viewing these figures that dioceses are generally larger than a metropolitan area, therefore larger than the major city limits. In 1980-81, the (16,800) decline in these twenty dioceses was about half of the national decline. Urban areas and Catholic schools continue to face many common problems.

As for particular dioceses, Los Angeles, Cleveland, New Orleans, and St. Louis show slight increases in enrollment. Philadelphia (4,400) and Brooklyn (2,600) lost the most students, but Buffalo and Pittsburgh had the highest rates of decline. As a group, the (20) dioceses declined at a rate equal to the national average (1.1%). The largest five dioceses, i.e., Chicago, Philadelphia, New York, Brooklyn, and Los Angeles, comprise about one-quarter of the national enrollment.

Enrollment Characteristics

In the early years of the NCEA Data Bank, information was gathered on certain enrollment characteristics which were until then unknown nationally, e.g., grade by grade enrollments, the percentage of Catholics, the choices of graduates, and the ethnicity of the students. We refer you to those publications for complete data, but a few highlights can be cited.

Elementary enrollment today is proportionately distributed over grades 1-8 (Table 14). The alternative of eliminating some lower grades when operations had to be curtailed seems to have affected the percentages of 1973-74, but the percentages of the last two years indicate that this practice is no longer common. In 1979-80 and 1980-81, about one-half of the elementary enrollment is in Grades 1-4, so the pupils seem to be well distributed. Such even distribution tends toward stable enrollments in the future.

In regard to other characteristics, in 1980-81 about 91% of the students were Catholic, compared to 95% in 1970-71. As for graduates, about 58% of the Grade 8 graduates entered Catholic high schools in 1972-73, and about 15% of the high school grads entered Catholic colleges. Data on enrollment characteristics such as these has not been collected regularly since 1972-73.

Table No. 12
Student Enrollment-Ten Largest States
1979-80 and 1980-81

	1979-80	1980-81	(INCREASE) DECREASE	
			PUPILS	%
1. New York	425,600	418,500	7,100	1.7
2. Pennsylvania	321,200	312,300	8,900	2.8
3. Illinois	277,000	275,600	1,400	0.5
4. California	260,600	261,200	(600)	(0.2)
5. Ohio	228,400	226,600	1,800	0.8
6. New Jersey	190,800	188,900	1,900	1.0
7. Michigan	131,600	130,300	1,300	1.0
8. Wisconsin	111,200	108,500	2,700	2.4
9. Louisiana	108,500	109,600	(1,100)	(1.0)
10. Massachusetts	104,200	103,500	700	0.7
(10) Largest States	2,159,100	2,135,000	24,100	1.1
(50) States + D.C.	3,139,000	3,106,000		
Percent...	68.8%	68.7%		

Table No. 13
Student Enrollment-Twenty Largest Dioceses
1979-80 and 1980-81

	1979-80	1980-81	(INCREASE) DECREASE	
			PUPILS	%
1. Chicago	187,800	187,800	-	-
2. Philadelphia	172,200	167,800	4,400	2.6
3. New York	136,600	135,800	800	0.6
4. Brooklyn	118,700	116,100	2,600	2.2
5. Los Angeles	110,600	110,900	(300)	(0.3)
6. Newark	83,100	81,300	1,800	2.2
7. Detroit	83,500	82,700	800	1.0
8. Cleveland	83,500	83,700	(200)	(0.3)
9. Boston	70,700	69,900	800	1.1
10. St. Louis	67,700	67,900	(200)	(0.3)
11. Cincinnati	60,300	59,500	800	1.3
12. New Orleans	61,100	61,400	(300)	(0.5)
13. Milwaukee	56,200	55,200	1,000	1.8
14. Trenton	56,100	56,100	-	-
15. Pittsburgh	50,100	48,400	1,700	3.4
16. Rockville Centre	50,600	50,500	100	0.2
17. San Francisco	47,600	47,400	200	0.4
18. Buffalo	44,000	42,400	1,600	3.6
19. Baltimore	42,900	42,100	800	1.9
20. St. Paul-Mpls	40,800	40,400	400	1.0
(20) Largest Dioc.	1,624,100	1,607,300	16,800	1.1
All Dioceses	3,139,000	3,106,000		
Percent...	51.7%	51.7%		

Table No. 14
Elementary Enrollment-Grade Levels by Percent
1969-70 to 1980-81

	Grade Level							
	1	2	3	4	5	6	7	8
1969-70....	11.7%	12.3%	13.0%	13.1%	13.0%	13.1%	12.2%	11.6%
1973-74....	11.2	11.5	12.1	12.8	13.1	13.4	13.1	12.8
1979-80....	11.7	12.0	12.8	13.1	12.8	12.7	12.5	12.4
1980-81....	12.2	11.9	12.2	12.9	13.3	12.9	12.4	12.2
								100.0

Enrollment of Ethnic Minorities

It should be remembered that Catholic schools naturally tend to service those who support the schools, and that the embracing of Christian doctrine would attract one ethnic group more than another. For example, the Black, Indian, and Oriental races have not historically embraced the Catholic religion, while the Spanish culture has a tradition of many centuries. It is also important to keep in mind the location of Catholic schools. As shown earlier, the percentage of urban schools was higher in 1978-79 than it was a decade earlier in 1968-69. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep them open. The rural schools, not the urban, have closed at the fastest rate.

The question of participation by Catholic schools in ethnic minority education, especially regarding Black Americans, has been much discussed during the past decade. The role and contribution of Catholic schools in ethnic minority issues has been and still is extremely important. Whatever this role and contribution have been thus far, the ability of Catholic schools to help has been complicated by the explosion of many factors, e.g., the changing theological attitudes of Catholics as to the necessity of attending Catholic schools, the startling declines in the number of religious community members, inflation, the increase in lay teacher salaries, and the movement of so many people to the suburbs in the 1960s. Through it all, however, Catholic schools remain integrally involved with minority education and urban problems in the United States.

Tables 15 and 16 show that total Black enrollment since 1970-71 has increased from 4.8% to 8.1%, and Hispanic from 5.0% to 8.3%. The approximate 509,000 Black and Hispanic pupils in Catholic schools represent about one sixth of the total enrollment. The number and percentage of Asian Americans has declined slightly since last year.

Characteristics and Comparisons

Although minority enrollment by school location (urban, suburban, rural) is known only from 1970-71, this data and undocumented knowledge from the field attest that most Black students are in the urban schools, and often are not Catholic. The decline in the percentage of Catholics (from 95% in 1970 to about 91% in 1980) is in great part due to the increased percentage of Black students in Catholic urban schools. The educational, social and economic importance of the local Catholic school is appreciated by any major city.

It is difficult to achieve a total and accurate statistical context regarding minority enrollments. Such statistics are not gathered for public schools nationally by either the National Center for Education Statistics (NCES) or the National Education Association (NEA), although they did collect data on public schools in 1976-77. With the exception of Catholic schools, the private sector does not generally analyze enrollment by ethnic background.

On the basis of 1978-79 data, it appears that the percentage of Black students in public schools is about double the percentage in Catholic Schools. The percentage of other minorities is slightly higher in Catholic schools.

Table No. 15
Catholic School Enrollment-by Ethnic Background
1970-71, 1979-80, 1980-81

Elementary	1970-71	1979-80	1980-81
Black Americans	172,000	195,600	200,300
Hispanic Americans	177,900	193,000	199,300
Asian Americans	18,300	44,700	42,000
American Indians	18,000	7,600	7,300
All Others	2,969,300	1,852,100	1,820,400
Total	<u>3,355,500</u>	<u>2,293,000</u>	<u>2,269,300</u>
Secondary			
Black Americans	37,500	53,400	52,600
Hispanic Americans	38,600	55,500	56,700
Asian Americans	5,200	12,200	10,100
American Indians	2,400	2,400	2,400
All Others	924,400	722,500	715,200
Total	<u>1,008,100</u>	<u>846,000</u>	<u>837,000</u>
All Schools			
Black Americans	209,500	249,000	252,900
Hispanic Americans	216,500	248,500	256,000
Asian Americans	23,500	56,900	52,100
American Indians	20,400	10,000	9,700
All Others	3,893,700	2,574,600	2,535,600
Total	<u>4,363,600</u>	<u>3,139,000</u>	<u>3,106,300</u>

Table No. 16
Catholic School Ethnic Enrollment-by Percentages
1970-71, 1979-80, 1980-81

Elementary	1970-71	1979-80	1980-81
Black Americans	5.1%	8.5%	8.8%
Hispanic Americans	5.3	8.4	8.8
Asian Americans	0.5	2.0	1.9
American Indians	0.5	0.3	0.3
All Others	88.6	80.8	80.2
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Secondary			
Black Americans	3.7%	6.3%	6.3%
Hispanic Americans	3.8	6.6	6.8
Asian Americans	0.5	1.4	1.2
American Indians	0.2	0.3	0.3
All Others	91.8	85.4	85.4
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
All Schools			
Black Americans	4.8%	8.0%	8.1%
Hispanic Americans	5.0	8.0	8.3
Asian Americans	0.5	1.8	1.7
American Indians	0.5	0.3	0.3
All Others	89.2	81.9	81.6
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

General Comments on Faculty

Catholic schools have been the object of constant review and re-evaluation. If they have become accustomed to anything during the past decade, it is change. In addition to the school and enrollment changes of the 70's, Catholic school faculties have undergone perhaps even more radical adjustments. A few of these should be noted.

The number of persons in religious communities is substantially less than a decade ago, and lay teachers have been replacing religious teachers since about 1960. Today lay teachers hold almost the same majority that religious held formerly. The total staff is larger in relation to the students served since Catholic schools did not reduce their staff to the same extent that enrollment declined. Finally, a clear and deliberate effort was made to improve Catholic school faculties according to the usual accreditation standards of degrees held, certification, and teaching experience.

Total Staff and Pupil/Teacher Ratios

In 1980-81, the total full-time Catholic school teaching staff was 145,777 (Table 17), about 96,700 elementary and 49,000 secondary teachers. Catholic schools made a clear and strong effort to improve staff and class sizes during the 1970's. The following comparison of pupil/teacher ratios bears this out:

	<u>Pupils/Teacher</u>	
	<u>Elementary</u>	<u>Secondary</u>
1968-69	31.3	19.2
1973-74	26.4	17.7
1978-79	24.0	17.2
1979-80	23.5	17.1
1980-81	23.5	17.1

The elementary ratio has gone from 31 students per full-time teacher to less than 24. The secondary ratio was a respectable 19:1 in 1968-69, and has lowered to 17:1.

Combining elementary and secondary levels, the following comparison with public education can be made regarding pupil/teacher ratios:

	<u>Public</u>	<u>Private</u>
1976-77	20.3	18.8
1977-78	19.9	18.5
1978-79	19.4	18.5

This National Center for Education Statistics data indicates that both ratios are declining, and that private schools have a lower ratio.

The Increasing Lay Staff

The dramatic shift from religious to lay staff continues. The following percentages reflect the changes in the five year period since 1975-76:

	<u>Elementary</u>		<u>Secondary</u>	
	<u>75-76</u>	<u>80-81</u>	<u>75-76</u>	<u>80-81</u>
Sisters	35.0%	25.3%	26.1%	18.7%
Male Religious	.7	.5	13.3	10.8
Lay Teachers	64.3	74.2	60.6	70.5
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

As Table 18 shows, the elementary staff is now 74% lay teachers, and the secondary staff 70% lay teachers.

Table No. 17
Full-Time Teaching Staff
1976-77 thru 1980-81

<u>Elementary</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Sisters	33,089	30,888	28,453	26,868	24,454
Male Religious	781	620	502	500	444
Lay Teachers	66,146	68,231	69,584	70,356	71,841
Total	<u>100,016</u>	<u>99,739</u>	<u>98,539</u>	<u>97,724</u>	<u>96,739</u>
<u>Secondary</u>					
Sisters	12,211	11,508	10,616	9,814	9,170
Male Religious	6,379	6,331	5,880	5,550	5,306
Lay Teachers	32,004	33,070	32,913	34,206	34,562
Total	<u>50,594</u>	<u>50,909</u>	<u>49,409</u>	<u>49,570</u>	<u>49,038</u>
<u>All Schools</u>					
Sisters	45,300	42,396	39,069	36,682	33,624
Male Religious	7,160	6,951	6,382	6,050	5,750
Lay Teachers	98,150	101,301	102,497	104,562	106,403
Total	<u>150,610</u>	<u>150,648</u>	<u>147,948</u>	<u>147,294</u>	<u>145,777</u>

Table No. 18
Full-Time Teaching Staff - by Percentage
1976-77 thru 1980-81

<u>Elementary</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Sisters	33.1	31.0	28.9	27.5	25.3
Male Religious	.8	.6	.5	.5	.5
Lay Teachers	66.1	68.4	70.6	72.0	74.2
Total	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
<u>Secondary</u>					
Sisters	24.1	22.6	21.5	19.8	18.7
Male Religious	12.6	12.5	11.9	11.2	10.8
Lay Teachers	63.3	64.9	66.6	69.0	70.5
Total	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
<u>All Schools</u>					
Sisters	30.1	28.1	26.4	24.9	23.1
Male Religious	4.8	4.6	4.3	4.1	3.9
Lay Teachers	65.1	67.3	69.3	71.0	73.0
Total	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

Note: Prior to 1969-70, there was a complete lack of national information about Catholic school faculties and the popularly accepted measures applied to gauge the quality of a professional staff, i.e. the degrees earned, the state's certification of the qualifications, and the years of teaching experience. From 1969-70 to 1972-73, NCEA gathered and published sufficient data to describe this faculty and its trends.

Summary and Conclusion

Catholic schools belong to an educational tradition as old as Western civilization. They were an integral part of the American colonial settlements and have been the major component of a nonpublic education sector established during the past century. Today, private education remains a significant partner in American elementary and secondary education, just as it is on the level of higher education, and gives sound evidence of strength for the foreseeable future. To those who favor an alternative educational system, free to compete and innovate, adopting various values and philosophies, this is good and welcome news.

In view of the loss of school-age population and the financial difficulties faced by any private school today, the increased significance of private schools is indeed remarkable. Few in the late 60's would have predicted such a development. Nevertheless, the fundamental force seems to be just as clear and powerful today as it has been over many decades, even centuries. Many parents, students, and educators believe that education must include the values and considerations of religion, and the behavior that such beliefs call forth, that secular knowledge is in no way compromised by the integration of religious values, and that personal and institutional discipline are essential to the process.

As for current totals and trends, Catholic elementary and secondary education closed or consolidated only 91 schools (less than 1%) and lost only 33,000 pupils (about 1%) during the past year. Elementary enrollments declined only 1%, representing far less of a decline than any year since the changes of the 1960's began. In terms of academic offerings, class sizes, and faculty degrees, experience, and certification, Catholic schools continue at their finest hour. Since the number of Catholic schools declined while other private schools increased, the nonpublic sector is far less Catholic today than it was a decade ago. All things considered, private education is alive, as well as it can be under difficult financial circumstances, and trying to live in America for many future generations.

In many areas of the country, public elementary schools have already been closed or converted to some other purpose. Junior highs and senior highs are now being evaluated and converted. Public school financial problems receive a great deal of attention, but private schools receive no tax support and face even tighter finances. Serious problems persist and new proposals will certainly come to the fore. Hopefully, educators, government leaders, parents, and voters will meet the challenge of the next few decades as partners sharing the responsibility for American education.

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